**Course-Embedded Assignment Reflection**

**EDLD 5366 Digital Graphics, Animation, and Desktop Publishing**

**Performance Task:**

1. *Design and produce a four-page newsletter providing educational technology resources for teachers. Each page should be standard 8.5”x 11”. The pages must be numbered and show a consistent design theme throughout. Must have columns, but the shape and size of these columns is up to the student. The essential design problem is to create a layout that provokes an appropriate response. Basic design principles should be followed-contrast, repetition, alignment, and proximity-and each page should present a graphically pleasing layout. The newspaper should contain contact information.*

**Reflection of Performance Task:**

**Self-Assessment**

As I reflect back over the course “Digital Graphics,” I recognize the many elements that I have learned about design principles, about the use of multimedia productions in K-12 education (including educational video games), and about producing logos, animations, and digital newsletters. Through the diverse topics in the readings and through the actual production of the assigned projects, I have acquired new learning in multi-sensory ways. These important skills are the very same ones that I need to utilize in my classroom as I teach my digital native students. This new learning will lead to the sharing of knowledge with others as a future educational technology leader.

The foundations of design were laid out through the study of the four design principles. According to Dr. John Yearwood in his article “Basic Design Principles,” these four principles include: “Contrast (which) is the attribute of looking different from something else; repetition (which) is using the same element in more than one place in the design; alignment (which) is the attribute of arranging every element in a design to conform to some kind of horizontal and vertical visual relationship with other elements in the design; and proximity (which) is the principle that things must be placed close to the items they belong with.” Armed with these four principles, designing and producing my logo and newsletter were much easier. My new learning has put me in the shoes of where my students and co-workers will be as they are learning the new software and skills needed to produce multimedia projects.

**Learn as a Learner**

This course has opened my eyes to the effectiveness of technology in reaching diverse learners. Based upon the SEG research article, “Understanding Multimedia Learning: Integrating multimedia in the K-12 classroom,” “Research has shown us that the brain processes information using two channels-visual and auditory. When information is presented using both channels, the brain can accommodate more new information. By taking advantage of this multimodal processing capability and technology-based tools, we can dramatically enhance student learning through multimedia instruction.” I have found this to be true in my Kindergarten classroom where retention of knowledge seems to be greater when multimedia instructional tools are used. The new learning that I have acquired in this course will better equip me to utilize more aspects of multimedia technologies in order to reach the diverse learners within my classroom.

Drawing on my prior experience using Microsoft Publisher, I was able to produce a digital newsletter for one of my assignments in this course. This prior knowledge was minimal yet foundational in helping me complete my digital newsletter. I acquired new knowledge by the act of doing or using the tools within the software. This process of learning by doing is a great example of what I want my students to be able to achieve. Frequently the steps I took in producing my digital newsletter had to be abandoned and I had to find a different way to achieve the desired effect. Once again, this type of trial and error learning will be a great way for my students to learn by doing and to problem solve.

**Lifelong Learning Skills**

It was not surprising to read the article on game-based learning about the advantages of educational video games. According to The Horizon Report: K-12 Edition article “Game-Based Learning,” “The most recent kids to enter schools, those born since the early 2000’s…have always been immersed in the culture of digital games. It is like the air they breathe.” Research has shown that the use of educational video games can be powerful in that it teaches problem-solving skills and that it engages the learner.   
Overall, the knowledge that I take away from this course will better prepare me to teach my co-workers and my students the skills needed to produce various multimedia projects. The advantages to using multimedia technology are more clear to me now and are worthy of pursuing with my colleagues and students. As a lifelong learner, I know that I still have much to learn in the area of digital graphics, but this course has set me on a path in the direction of greater technology integration in my classroom and on my campus.

References

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